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ABSTRACT

This publication, part of supplementary materials for a National Council for the Social Studies Conference paper described in SO 003 075, characterizes and offers evaluations on the Wingspread Project. A number of school exchange programs for varying age groups of suburban and urban young people from diverse backgrounds emphasizes a sense of community when students explore social issues and learn about each other. The supplementary materials paper includes: 1) ten project objectives to heighten the awareness of and the commitment to metropolitan community living; 2) three basic models developed to implement the various programs at the intermediate, upper-grade, and high school level; 3) a description of the manner in which a typical high school Wingspread program is implemented; 4) a summary of the follow-up study concluding from assessment of teachers, counselors, and students that Wingspread project affected them personally; 5) a summary of an evaluation report mentioning areas of conflict and areas of positive impact; and, 6) a list of program materials and units for elementary, junior and senior high grades. Related documents are SO 003 075 and SO 003 091. (Author/SJM)

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METROPOLITAN COMMUNITY RESOURCES AS THE INTERFACE FOR OPEN COMMUNICATIONS*

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SO 003 074

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*Supplementary materials for a paper presented at The National Council for the Social Studies Conference, Denver, Colorado, November 1971.

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Objectives of Project Wingspread

Project Wingspread represents a number of exchange programs for varying age groups. Through specifically designed metropolitan study units and mutual interest groups, students of diverse backgrounds are afforded the opportunity of exploring together social issues as well as to learn about each other. As the urban and suburban students cooperatively engage in their activities, they are broadening their own sense of what constitutes the metropolitan community and creating a sense of community through working together in the exchange groups. To heighten the awareness of and the commitment to metropolitan community living, Project Wingspread has identified 10 objectives for the programs:

Objective #1: To bring youth of different cultural backgrounds together to break down the stereotypes that interfere with normal social interaction.

Objective #2: To utilize the metropolitan community resources as the interface for the different cultural contacts.

Objective #3: Through the contacts, to become comfortable with cultural differences thus developing the ability and willingness to accept differences as contributions to the mainstream of American society, rather than deficiencies or weaknesses.

Objective #4: To identify with the problems and varying life-styles in the larger metropolitan community, using metropolitan social, political, economic and cultural resources as primary sources of learning.

Objective #5: To explore new forms of instructional patterns, teaching personnel and strategies through the use of metropolitan community resources as the extended classroom.

Objective #6: To exchange suburban and urban students and teaching personnel through cooperative endeavors among school districts on a scale not previously attempted.

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*Project Wingspread: Education for Metropolitan Living, Chicago Board of Education, Title III, Elementary and Secondary Education Act, Contract # 3-7-704204-1573.

Objective #7: To recognize that the cognitive growth of students is enhanced by making the curriculum relevant to the times.

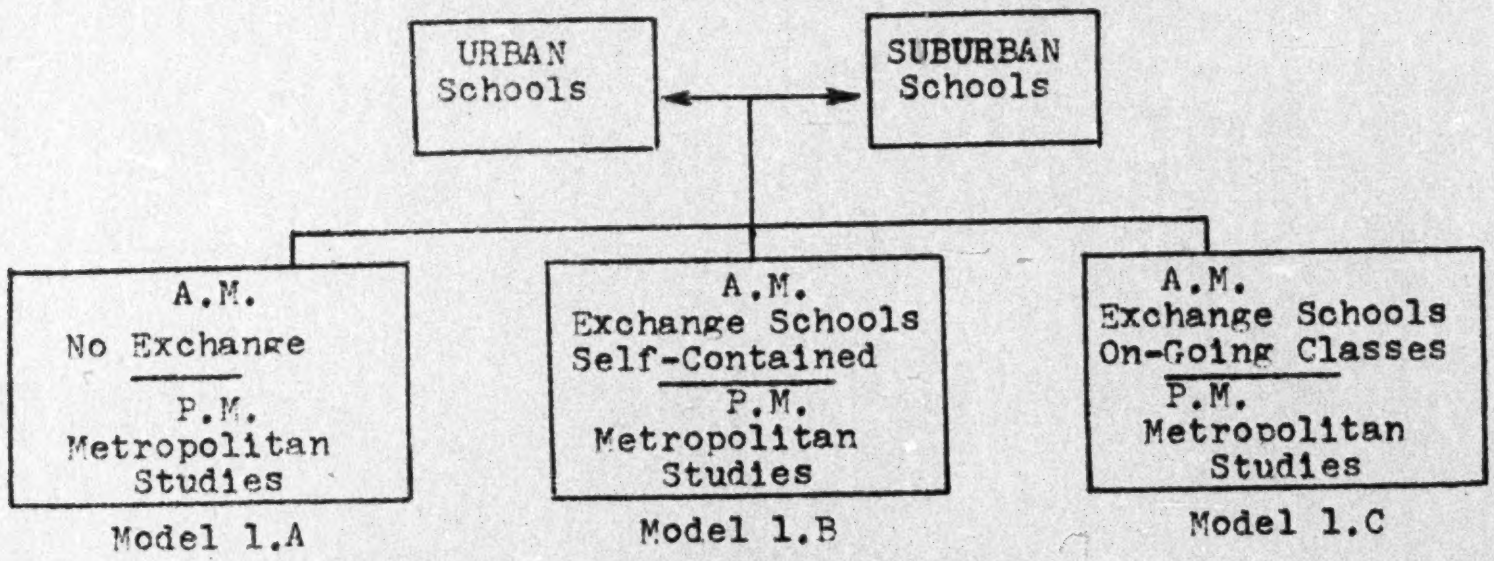
Objective #8: To be the instrument of human change, affectively and cognitively.

Objective #9: To reorient the levels of aspiration and achievement of both city and suburban children through mutual contact and expanded life experiences.

Objective #10: To enrich the students' artistic tastes, and experiences, and encourage those latent talents which aid personality development.

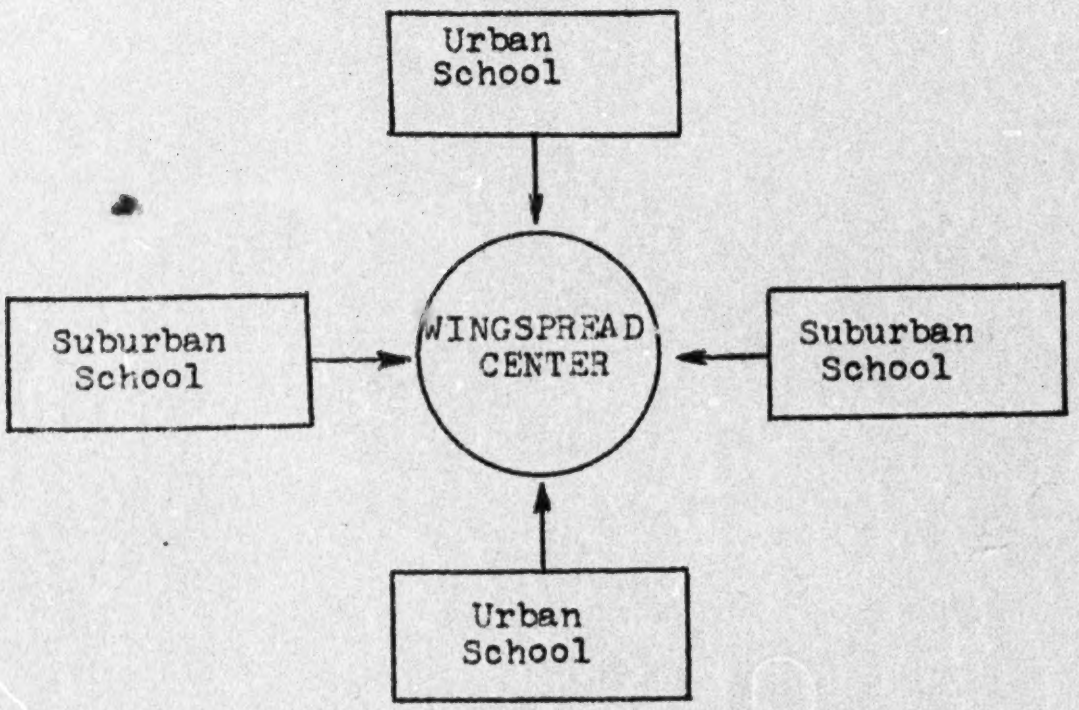
While the various Wingspread projects are committed to achieving these overall objectives, each program sets out in its own way to realize the objectives based on the unique characteristics of the individual program. In order to focus on these unique characteristics, specific program objectives are formulated in addition to the Project Wingspread overall objectives.

MODELS OF PROJECT WINGSPREAD PROGRAMS

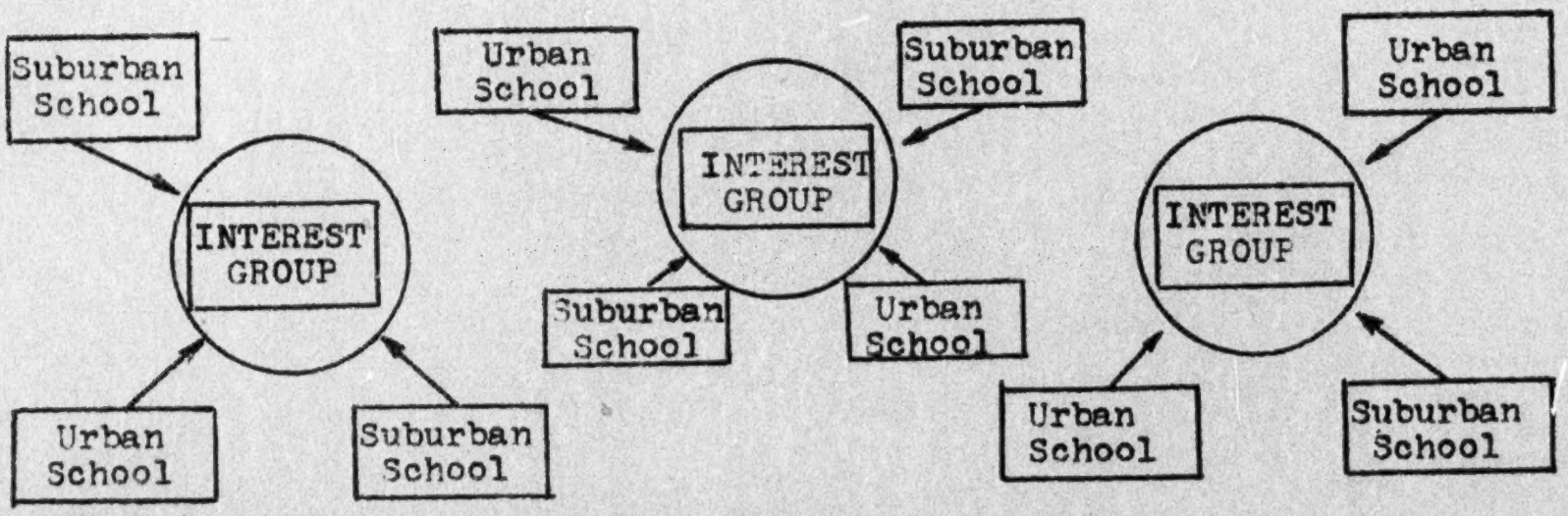


Model 1.A Model 1.B Model 1.C

Model 1. Direct School Pairing



Model 2. Magnet or Central Site



Model 3. Interest Groups

Models of Project Wingspread Programs

Three basic models were developed for implementing the various programs at the intermediate, upper-grade and high school levels. Variations within each model permitted accommodation to individual school systems and communities.

1. Direct School Pairing Model. Students and teachers exchanged schools for varying periods of time ranging from a few weeks (some intermediate programs) to a full semester (some high school programs). Three types of direct school pairing were implemented.

   1A. The half-day exchange brought students and teachers from urban and suburban schools together to pursue study of units in metropolitan studies developed by the participating teachers and Wingspread staff.

   1B. The full day program had exchange students attending self-contained Wingspread classrooms in the receiving host school in the morning and participating in metropolitan studies units the other half of the school day.

   1C. The full day program had exchange students attending ongoing classes in the host school in the morning and participating in metropolitan studies units the other half of the school day. On the secondary level, the metropolitan studies were equivalent to earning credits in Social Science and English.

2. The Magnet or Central Site Model. Pupils and teachers from urban and suburban schools were brought together at a central site. Either a school or a community center became the base of operation. The metropolitan studies units were similar to those used in the other models. This arrangement was used only at the elementary level. It had an organizational advantage. The disadvantage lay in reducing the possible impact of the exchange program on the total student body of the participating schools.

3. Weekly Interest Group Model. High school interest group exchanges between paired schools focused on shared interests in theater arts and social problems. The advantage of interest group model was the greater numbers of exchanges possible. The disadvantage proved to be the relatively short time available to develop meaningful interaction and no absorption of visiting students into the regular school program.

The Process of Implementing a Project Wingspread Program

The scene has changed somewhat, but five years ago, the idea of suburban schools in metropolitan Chicago and the Chicago schools working out an exchange program was unheard of. The very idea of getting administrative approval to pursue conversations, let alone Board approval to move ahead with such a program seemed an impossible task. School Board approval from both ends was a formidable enough task, let alone selling the idea to community groups, parents and students. The one major strength going for Wingspread was its grass roots conceptualization. A number of civic and community organizations, with the driving force of a handful of dedicated individuals spearheaded the project to a point where institutional approval was obtained. Organizing a Wingspread project could be a director's nightmare. Let us take, for example, a high school exchange program.

1. Despite previous Chicago School Board approval of Project Wingspread as a Title III program under its aegis, school participation was on a voluntary basis. The Project Director's task was to enlist the cooperation of a school principal whose school was located in a racially changing neighborhood.

2. Contact also had to be established with a suburban school district, the administrators and the School Board.

3. Discussion with local community groups and parents groups in both the suburban and city schools were held; first as an information exchange, then the dialogue period, and finally the phase bringing both suburban and urban groups together.

4. School personnel, such as teachers, counselors and department heads were then approached. A Wingspread exchange program meant an exchange of teachers as well as students. Union contractual arrangements had to be respected, entailing carefully worked out arrangements with school personnel relative to work load, salary, additional planning time, and meetings beyond the regular school hours.

5. Volunteer students had to be recruited. This meant explaining the program, screening volunteers, and the other phases of the selection procedure.

6. Students exchanging schools in the morning had to be programmed individually into equivalent courses in the exchange school. This put additional pressure on school counselors, who not only had to find the appropriate program, help the student make the necessary adjustment to a new school, new student body and probably a different instructional style, but additionally, help explain the program to non-Wingspread teachers who may have been receiving an exchange student in his French class or math class.

7. Sell the afternoon metropolitan studies portion of the Wingspread program to the social studies and English faculty of both exchange schools. The metropolitan studies carrying one semester credit in both social studies and English were approved as equivalent to the regular third year high school offering in these areas.

8. Faculty from the exchange schools, the Wingspread staff, and community participants were involved in developing and testing the metropolitan studies units. Early formative evaluation indicated that students wanted a part in working up the units. Later programs made the necessary arrangements for more active student involvement in the planning phase, as well as the implementation phase.

9. Scheduling. Buses! Buses! Buses! Buses to the school in the morning, to places of business, courts, jails, social agencies under study, and buses back to home base again.

10. Repeating once again to community groups the objectives of Wingspread. The John Birch group in one area had strong reservations, intimating that more was there than met the eye. A black power group was fearful of diluting the new found black identity among its high schoolers.

Somehow, almost miraculously, each Wingspread program managed to get off the ground.

PROJECT WINGSPREAD

Summary of the Follow-Up Study
February-June 1969 Senior High Exchange Programs*

A follow-up study was undertaken to determine the longer range effects of participation in the senior high Wingspread program. After a lapse of approximately one year from the time the program culminated, former Wingspread students (alumni), school counselors, administrators, and both Wingspread and non-Wingspread senior year social science teachers were asked to respond to open-ended questionnaires. The questionnaires were developed to provide differing perceptions of the programs' impact on participants through their academic performance, their contributions to the school and outside organizations, and through their career plans. The Austin High School (urban) and Niles Township High Schools (suburban) represented the Model 1C type exchange. (See Models of Project Wingspread Programs.) The Waller High School (urban), Deerfield High School (suburban) and Highland Park High School represented the Model 1A type exchange.

Assessment by School Administrators and Counselors

The school administrators and counselors were asked to respond to the behavior manifested by Wingspread alumni in two broad areas:

(1) Contributions to school affairs;
(2) Distinguishing characteristics which might reflect effect of the Wingspread program on the participants as a group.

In response to the area of contribution to school affairs, there was a difference between urban and suburban students relative to reported involvement in school affairs. Austin and Waller High School (urban) counselors and administrators reported active student participation and a noticable number of office holders among the Wingspread alumni. Niles, Deerfield, and Highland Park (suburban) counselors could not distinguish between Wingspread alumni and other students, although counselors reported individuals who were making decided contributions. Several suburban counselors noted alumni have increased awareness of the Black community and making contributions along these lines.

> Two students were actively engaged in the combined student and faculty move which brought about an accredited workshop in Black Literature.

Some suburban counselors had negative comments concerning the interference of Wingspread with the academic program, especially in sequentially related courses. They found it difficult to program the students, giving rise to questioning the value of the morning exchange. Most felt the metropolitan studies portion of the program was valuable. Some did question whether sufficient academic discipline was maintained.

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*Adapted from the 1970 Evaluation Report.

The counselors who reported distinguishing characteristics found among Wingspread alumni identified the following traits: (1) Wingspread students were more verbal and inquisitive; (2) Wingspread students had greater awareness of social issues; (3) Wingspread students were more outspoken; and (4) Wingspread students were more liberal politically. Suburban counselors noted some tendency toward giving lip service to liberal ideas. The urban counselors viewed all of the above characteristics as positive.

The following comments by counselors raise issues which should be given careful consideration in future program planning.

> I believe the Austin students would have been happier and had more successful experiences at Niles if they had had the benefit of a more extensive orientation period before they arrived. They seem not to appreciate the adjustments they will have to make in terms of attendance, acceptance of responsibility, coping with prejudice, acceptance of differences between the two schools.
>
> Similarly, I think we at Niles should be less casual about teaching our Niles kids about their own responsibilities when we receive these visitors from Austin.
>
> (Niles Counselor: Suburban-Type IC Exchange)
>
> I wish there were more ways that our students might interact with Negro students on our campus. That our Wingspread enrollees might instigate and carry through in our classes their interaction. Our 'enrollees' would serve as hosts and hostesses and co-planners in some facet of our curricula to mutual benefit.
>
> (Deerfield Counselor: Suburban-Type 1A Exchange)
>
> Very frankly, I believe some students are hurt through this program. I have received report from students that the instruction at Austin in some areas is very weak and directed at a low level. This is damaging to a student who is keyed toward real production - injurious in sequential courses.
>
> (Niles West Counselor: Suburban-Type IC Exchange)

Assessment by Teachers

Social studies teachers who have had Wingspread alumni in their classes were able to identify them and attribute certain characteristics that might reflect the impact of the program on them. Attributes reported by the teachers were in positive terms, but for two instances, both in reference to Deerfield (suburban) students. Alumni generally were mentioned as contributors to class discussion, aware of social issues, knowledgeable about urban affairs, and involved others in concern for social problems.

On the negative side, the Deerfield Wingspread alumni were identified as weak students, not representative of the caliber of the school population.

The comments quoted below support both types of assessment by teachers.

They often teach the class and are chosen to be discussion leaders by their peers.

(Deerfield Teacher: Suburban-Type 1A Exchange)

... Wingspread has a decided impact on the quality of thinking and feeling of former students. Of course, those who <u>care</u> go into the project.

(Niles East Teacher: Suburban-Type 1C Exchange)

I staged a debate between Northerners and Southerners at about the time of the Civil War in U.S. History in a history class. Students who did the debate were all former Wingspread students. They showed an ability to argue logically.

(Austin Teacher: Urban-Type 1C Exchange)

Lack of structure, coordination and semester scheduling is drawing "bumbs" who use the program and its relative freedom to escape usual school requirements without putting themselves into the program ...

(Deerfield Teacher: Suburban-Type 1A Exchange)

Teachers in the Wingspread program were asked to comment on how their participation changed their feelings about education and their teaching practices. Most had very candid as well as positive feelings about the effects of participation on their teaching and attitude toward education. In only one instance did a teacher feel that the 'establishment' was so entrenched that no real changes were possible.

It has made me more appreciative of some of the basic needs, feelings and understandings of sub-average high school performers -- regardless of their color of skin. I am not implying that <u>all</u> Wingspread participants are sub-average. However, I was impressed by the high aspirations of many of my students ... Wingspread teachers must do more of a job of finding out where their students are and begin to deal more directly with the basic deficiencies that impede some of these youngsters from achieving their aspirations.

(Niles North Teacher: Suburban-Type 1C Exchange)

It has enriched me and created a greater sense of community and the interrelatedness of systems and institutions. I am a better teacher for it.

My approach in the teaching of sociology is now inquiry. Students draw upon their own experiences and are encouraged to discover themselves answers to questions.

(Niles West Teacher: Suburban-Type 1C Exchange)

I sometimes think the program had a broader effect on the teachers than on the students. (This wouldn't be the first time such a thing happened.) My knowledge and awareness of the city as a resource were increased. It helped me become more flexible as a teacher.

(Waller Teacher: Urban-Type IA Exchange)

It has shown me that education can be adapted to more fully satisfy student needs. It has made me more aware of the differences between White and Black schools; but has also shown that races can get along on a personal basis. Wingspread has been a unique experience for me. Wingspread has helped me mature as a teacher. It has shown me a new method for reaching students ...

(Austin Teacher: Urban-Type IC Exchange)

Assessment by Wingspread Students

The students' questionnaire elicited responses in four major areas: (1) degree of participation in school and community activities (items 1, 2, 3 in questionnaire); (2) future plans and what if any influence the Wingspread experiences might have played (items 4, 5, 6, 7); (3) effects of Wingspread in helping students academically and/or socially (items 8 and 10); and (4) degree of contact maintained with Wingspread alumni (item 9 in questionnaire). Table XVIII on the next page illustrates the responses to the questions in percents.

The urban students reported a high degree of involvement in school activities although they did not necessarily hold school offices. The clubs represented a wide range of activities: student council, riding club, honors club, sports, and Spanish club. The suburban students took less part in student clubs. The type of club activities they did involve themselves in were less diversified. A greater number of the clubs were social issue oriented.

About half the students from all the schools were engaged in some organizational activity outside of school. For suburban students the activities were mainly religious oriented and/or involved in groups dealing with social issues, such as pollution, equal rights, etc. Austin students showed a preference for church groups as did the Waller students. The type of activities within church groups varied, some religious, others music oriented, and still others centered around social issues. A number of the urban students were identified with ethnic centered community groups.

The majority of students said they were planning to attend college. All of the Waller students (100%) planned to attend college, while 64% of the Austin students mentioned college. One could conclude that either Waller students were unrealistic in their aspirations or that this group represented the top academic performers at Waller. One of the teachers eluded to the unrealistic aspiration levels of the urban students. On the other hand, another explanation may be found in the selection procedure followed at Waller. Selection of the Wingspread students for the program at Waller was done with care by the counselors and teachers. Their criterion for selection was to find those students who they felt could best profit

Table XVIII. Responses to Students' Questionnaire in Percents

Questions		Urban Schools Austin	Urban Schools Waller	Suburban Schools Deerfield-H.P.	Suburban Schools Niles
1. Are you presently taking part in any sponsored school activity?	YES:	78%	78%	40%	44%
2. Do you presently hold any school office?	YES:	22%	21%	33%	28%
3. Are you taking part in any organizational activities not affiliated with the school?	YES:	50%	55%	52%	56%
4. Percent who plan to attend college after H.S. graduation		64%	100%	89%	89%
5. Was your plan following graduation in any way influenced by your Wingspread experience?	YES:	40%	30%	52%	31%
6. Special fields of interest following graduation		Medicine (similar) Teaching (to) Science (Austin's) Art Psychology		Sociology Theatre Anthropology Education	Sociology Accounting Engineering Education
7. Were these in any way influenced by Wingspread experiences?	YES:	48%	30%	72%	43%
8. An open-ended question, not amenable to frequency count.					
9. Have you maintained contact with other Wingspread students?	YES:	74%	94%	64%	89%
10. Are you better off for having participated in Wingspread?	YES:	89%	75%	88%	92%

from the experience. Although 100% of the Waller students said they planned to attend college, only 30% said they were influenced by their Wingspread experiences. On the other hand, of the 64% of Austin students thinking of going on to college, forty percent reported they had been influenced by their Wingspread experiences. Those who said they were not influenced had planned to attend college prior to Wingspread.

> I don't think that I would have ever tried for any position anywhere if it hadn't been for my Wingspread experience. My grades have been very much improved. I think I could credit this to my taking part.
>
> (Austin Alumnus: Urban-Type 1C Exchange)

> Yes. It kind of gave information of the surroundings and it sort of let you know what to expect if you stopped schooling after high school. Wingspread had wonderful ways for teaching students who like being around others, and who like to travel.
>
> (Waller Alumnus: Urban-Type 1A Exchange)

The number of Deerfield, Highland Park, and Niles students planning to attend college (89%) is reflective of the entire student-body. Despite this, 52% of the Deerfield and Highland Park students, and 31% of the Niles students credited their Wingspread experiences in helping them make up their minds, at least helping to make career decisions.

> Yes. Wingspread gave me a good idea of what would be helpful. I'm hoping to get into some sort of social work. I like people and I like helping them.
>
> (Niles North Alumnus: Suburban-Type 1C Exchange)

> Yes. I was always interested in the problems of the city and all the wonderful cultural things it has to offer. Wingspread helped me to learn about these things. Wingspread also helped me to understand the unique differences between cultures of people living in Chicago, and to appreciate these differences. I had always wanted to do social work of some sort or major in education and Wingspread confirmed this decision.
>
> (Deerfield Alumnus: Suburban-Type 1A Exchange)

> Yes. I think that Eastern schools stress diverse student bodies. Wingspread made me more interested in people with backgrounds different from mine and less reserved with them.
>
> (Highland Park Alumnus: Suburban-Type 1A Exchange)

The urban students indicated career choices that for the most part represent entree to the 'accepted' career ladders. Medicine and other sciences received a good deal of attention. At least half the career choices of suburban students were oriented toward alleviating societal problems. This is in keeping with current college student trends in the direction of the social sciences.

Seventy-two percent of the Deerfield-Highland Park students indicated that their career choices were influenced by Wingspread experiences. Only 30% of the Waller students gave Wingspread credit for lending direction to their interests. A number of Austin students singled out art as a career goal. In each case they acknowledged a particular Wingspread field trip as the impetus for following art as a career.

> When we went to Circle Campus I talked to a student majoring in photography and was impressed by the Art and Architecture Building.
>
> I never went to the Museum of Contemporary Art until I was in Wingspread. I really liked it a lot.

Responses to question #9 concerning continuation of contacts with other students produced very high positive responses, but these need to be interpreted. For the Waller-Highland Park-Deerfield students, contact meant within the same school as well as with their exchange counterparts. Waller students reported some corresponding with Highland Park-Deerfield students, such as exchanging news about vacation and sending birthday cards. A few still phone each other. In several instances close relationships have been maintained by visiting on neutral territory, such as downtown Chicago. Several Highland Park alumni reported having Waller friends as house guests. Many of the students from Highland Park, Waller and Deerfield said they were now closer friends with other Wingspread alumni in their own schools.

The Austin-Niles alumni reported more active corresponding, phoning, and visiting among themselves. There were several reunions held in Skokie (suburb) which a number of alumni referred to with enthusiasm.

In two instances, Waller alumni reported that their overtures to Deerfield alumni were ignored.

Both urban and suburban alumni from all the schools were almost unanimous in citing Wingspread as helpful in working out their school and social concerns this year. The Austin students emphasized understanding others better. Waller alumni stressed making friends. Deerfield-Highland Park students were helped most by understanding themselves and others. Niles students made reference to how Wingspread helped them academically, specifically in sociology and other social sciences, as well as in their understanding themselves and the world in which they must live.

> Socially, I realized that Niles West students in general had little of value to offer to anyone. My friends have changed to more informed, concerned persons. I feel I have grown tremendously in understanding myself and others.
>
> (Niles West Alumnus: Suburban-Type IC Exchange)

> Windspread helped me not only socially but finding my own head along with understanding others ... I learned more from it (Wingspread program) than I have in all 4 years and I'm not talking about the book work ... I think Wingspread is a beginning in filling the gap between the black and white people ... I dug everything in our relationship and I can only say it was <u>beautiful</u>!!
>
> (Niles North Alumnus: Suburban-Type IC Exchange)

In response to whether the students felt they were better off for having participated in Wingspread, the responses were overwhelmingly positive. In a number of cases where students reported 'no' or 'it made no difference,' their explanations usually expressed some concern with losing a portion of the academic requirements whether this was due to being at the host school or not following the set English-social science curriculum. Students took unusual pains in explaining their responses to this question. Many wrote a page or more on the impact of participation in the Wingspread program on them.

Implications from the Follow-Up Study

It is difficult to draw definitive and conclusive statements from the follow-up study. What comes across from teachers, counselors, and students is that the Wingspread experience is a very personal thing. Each is touched in a different way and to a greater or less degree by the contacts he made, by his willingness to learn and be challenged, and by his own motivation for coming to the program initially. Typically, when one asks a group of seniors about a recent experience, one is met with a great lethargy. The responses from the Wingspread students read almost like an outpouring, an attempt to extend the experience to a sympathetic listener. Students used the space on the questionnaire to reach the ear of the staff. They asked for little personal favors, such as, someone's address, a picture taken on a field trip, or a phone number.

The most critical, in a negative sense, were the counselors, and this mostly in the suburban schools. They were disturbed by the disruption in schedules and by students they feared were using Wingspread to avoid the usual academic demands. At the same time, many counselors saw other values in the program that reach far beyond learning from books.

Recruitment is a major issue. Deerfield reported marginal students were going into the program. This was not the case in the other schools. Both the Wingspread staff and school personnel must ask themselves about caliber of student volunteering for the program. A more basic recruitment question concerns the philosophic orientation of the volunteer. If only those initially sympathetic to the objectives of the program are accepted, has the program been successful in spreading its purpose? If students are recruited who are unsympathetic, then the staff needs to do a good deal of spade work in helping to provide an atmosphere where students of diverse backgrounds can meet together and exchange ideas with minimal conflict and tension.

The teachers, in the main, reported many positive outcomes, both academic and social.

The students need to speak for themselves. The quotations below are responses to the question: Do you feel you are better off, worse off, or it doesn't make any difference for having been a part of the program?

> I feel I'm better off for it. I feel without it I would have been just an ordinary person, but I feel now even after I'm out of it that it gave me something to identify with. I feel I understand things that others don't. I even know things that I would have never known about it if weren't for Wingspread.

It has given me some trouble though. Some groups of kids reject me because of it. Not because I was in Wingspread, but because of the way I think because of Wingspread.

(Waller Alumnus: Urban-Type IA Exchange)

My participating in Wingspread was the most worthwhile program I've ever been in. From an education as well as social standpoint, I've gained considerably. Besides the kids, just our activities were an experience. Before this program, my knowledge of Chicago was downtown only ... I'd never been to a court, jail, 'people's center,' etc. It might be environmentally better to live in the suburbs, but as far as worldliness I had a lot to learn. Chicago is a big place, and I knew almost nothing about it. And, though I benefitted culturally, if our groups hadn't gotten along as well as we did, something would have been missing. My experiences from Wingspread were so wonderful I'd do it again. And, I feel everyone should partake in this kind of program -- expose themselves to "real" people and the "real" world outside their secluded home. I act like a promoter for Wingspread, but only because it's an experience I'll remember and cherish for the rest of my life.

(Highland Park Alumnus: Suburban-Type IA Exchange)

At first I didn't like Wingspread because I felt out of place. The more we saw of places like Uptown and other places in the city, the more I didn't like the city because it seemed like one big unsolvable problem. It seemed everywhere we went we met people with problems. It was not enough money, water, clean air and people who cared. Or else it was their racial background and their feelings against their fellow man which made them prejudiced.

Most of these things I most likely would have heard or read about if I weren't in Wingspread but I wouldn't of thought anything much about them because they wouldn't seem real. But after the House of Correction (seeing it) I didn't really feel justice was justice and then I figured lots of things were unfair and wrong and not just in this city but the whole world.

When I was in Wingspread I didn't do much because I figured what could I do and I really didn't care, but now after thinking of what I felt wasn't right it really is scary to think there will be more people and more problems coming and more things unright.

So I hope that I can do something right and fair so there won't be that many problems. And maybe, when my kids grow up, there won't be as many. It'd be great if there weren't any but that's the impossible dream, at least for now.

(Austin Alumnus: Urban-Type IC Exchange)

All in all, I think it opened up my mind to see much more including people, their different backgrounds and life styles, different cultures, places in the city, programs going on, etc., than I would have ever seen let alone understood had I spent

that semester in a classroom or watching the news on T.V. I don't know if it is directly because of Wingspread but I do know that this year I am a lot more sensitive to other people and groups and open to all sides of a question, than I ever was before.

Before I was in Wingspread, too many times I would get in an argument about for example civil rights and find myself backed against the wall by my parents because I really didn't have enough facts and insight to back up my argument. Also, I didn't know anything about the black culture so I made the mistake of (as well as many others I know that still do) assuming how 'it really was' when I couldn't possibly have known. But now I have some facts, a bit more knowledge and insight and I can hold my own. (That includes self-understanding as well as understanding of others.)

(Niles North Alumnus: Suburban-Type IC Exchange)

Better off, definitely. I feel that I probably would have discovered these views and attitudes sooner or later, but Wingspread speeded up the maturing process. I feel this is true for almost all the students.

One thing though, I feel that the requirements or expectations placed upon the students were not nearly what it should have been. Reports, projects, investigations should have been instituted in the Wingspread Curriculum with specific goals in mind. Last year this was left up to the individual teacher, which was fine. That way everyone could do what they wanted to undertake in whatever area of study they wanted, except that the teachers did not require a thing. This could partly be blamed on students also, but students are more likely to work if there is an assignment than if not.

(Deerfield Alumnus: Suburban-Type IA Exchange)

Each student in some personal way was affected by his participation in the program. A real challenge to the staff, both Wingspread and the schools, as well as to the other participants, can be obtained from the quotation below. That the student even responded to the questionnaire is saying something important to everyone which requires our attention.

To a degree it makes no difference. In another sense, I feel better off than a lot of the Niles kids, because I have a much better chance of surviving this rat-race because I'm thrown into it by the conditions in which I must live. I feel a lot better off too, because I'm poor and know it ... they're poor and don't.

There was one student at Niles with whom I had some contact. He was the world's greatest white liberal. So were his parents, according to him. His parents were members of the NAACP and all that kind of nonsense. So I told him to ask them if he could take me out. He did, and nearly got kicked out by his liberal father. I feel sorry for him and his father 'cause all they're doing is fooling themselves. Wingspread just made me more disgusted at the

inequities in this society, because every day, five days per week, I had to go from a cesspool to the sterile part of society and back to the stinking cesspool again. I'm not bitter, just disgusted. That's why I dropped out of school.

Prepared: June 1970
Harriet Talmage
Evaluation Consultant

Summary of Formative Evaluation Report
Project Wingspread Programs
June 1969 - June 1970

Project Wingspread offered to a large number of students from diverse backgrounds many different programs utilizing a variety of approaches through which the students could learn about each other and their ties with the larger metropolitan community, by learning together and sharing experiences.

Program Models

Easiest to organize is Model 3. The Theater Arts Workshop program represented the optimum degree of interaction among the groups and sustained the highest level of interest. The Harlan-Homewood/Flossmoor was organized around the same model with evidence of a high degree of student interest but with somewhat less personal friendships resulting. Two significant features of the Theater Arts Workshop need to be studied for possible incorporation into other programs: (1) Student involvement in the planning of activities; and (2) A greater amount of time given over to informal discussion and exchange of ideas, opinions and feelings.

Model 1C has inherent in it the source of many difficulties. It could be the most dynamic of the models, as well as the model that produces the most tensions. If it is worth trying again, it will require a large amount of pre-planning by way of preparing the type of school climate in the host school which welcomes the program and the host students rather than meet them as a source of threat or irritation.

Model 2, the magnet school concept, worked very well. Organizational problems were reduced, materials and supplies were concentrated, and teachers had the opportunity of being together more for planning among themselves.

Parent, Community, and Student Involvement

Where parents had a chance to participate in the planning, as observers in the ongoing program, as participants, or in parent get-togethers, the programs were more favorably received and parents were less prone to find areas of misunderstanding.

Where programs permitted a larger student input of ideas into the planning, the programs were viewed very positively by students.

Where programs were identified by the community, beyond the school itself, as one the community had helped to create, problems arising from the program could be resolved jointly.

Three objectives need to be added to the program if the staff is to be responsive to the feedback forthcoming from parents, students and teachers:

1. More and better communication with parents through many types of arrangements are essential. Such arrangements would include:

a. pre-organizational explanation sessions;
b. parent involvement in preplanning;
c. parent involvement in ongoing program activities;
d. parents assuming leadership in planning exchange-parent meetings during the course of the program;
e. more feedback from staff to parents about the program activities while the program is in progress.

2. More student input into the planning of the program and time to integrate the new experiences through talk and discussion sessions.

3. Greater commitment of the teachers in the program to the objectives of the program and more dissemination of the program's intent and nature to the regular school staff.

Areas of Conflict

The trouble spots were identified in several areas. Bringing groups of children together from different backgrounds requires the awareness of teachers and Wingspread staff to the potential tension points. Some of these tension points can be worked on before and during the course of the program. The non-Wingspread teachers and students need to be knowledgeable of its existence and its purpose. They should be brought in contact with the program and its participants in positive supportive ways.

Uncommitted teachers and students who volunteer with a 'nothing better to do' attitude are a detriment to the program. Teacher selection is one of the keys to a successful program. In those programs where the teachers were committed, interested in the children and capable of teaming with peers, the programs were highly successful. Where these situations were not the case, the programs were received less enthusiastically by parents and students.

Different teaching approaches and attitudes toward learning among the teaming teachers were a source of conflict between teams and indirectiy for the children. Where children from one school were used to learning under more permissive conditions, they found the rigid teachers from an exchange school made learning uncomfortable. On the other hand, those who had come from schools exerting direct control, rather than fostering a type of inner discipline, did respond positively to the more open atmosphere.

Areas of Positive Impact

The programs did have an important impact on the people involved. The majority of students expressed a new awareness and appreciation for the ways of different people, the interdependency of one community on another, and the common problems facing all communities which require working on solutions cooperatively.

Bringing students of diverse social, economic and cultural backgrounds together to observe and study common metropolitan problems served to break down former steoeotypes students held about their urban or suburban counterpart. In many instances, friendships developed through working together on metropolitan studies units continued to blossom into close personal friendships.

EDUCATION FOR METROPOLITAN LIVING
PROJECT WINGSPREAD

Program Materials and Units

A number of different classroom units and classroom materials were developed and used in Project Wingspread. Many are listed in the following:

Senior High

People of the Chicago Metropolitan Community
Cultural, Ethnic and Social Groups of the Metropolitan Community
Social Problems in Law and Justice
The Social Anatomy of the Metropolis
Social Agencies Serving Metropolitan Chicago
Health Services and Problems in Chicago Metropolitan Area
Art and Architecture in Chicago Metropolitan Area
Consumer Education-Dynamics of Urban Change
The Dynamics of Urban Change
Man's Urban Expression

Upper Grade or Junior High

Builders of the Metropolitan Community
Discovering our Community
Urban and Suburban Environment
A Look at People of the Metropolitan Community Through Their Occupations
Discovering our Community
The World of Food
Dissemination of News in the Metropolitan Community
Critical Public Services in the Metropolitan Community
People of the Metropolitan Community
A Look at the People of an Urban Society
Buildings and Construction in the city
A Study of Two Communities
How Chicago Relates to the Non-Western Cultures of the World

Elementary

Communities Unit - Uptown, South Side, Elk Grove

Plant Unit - Lincoln Park Conservatory

Can Man Survive

Communities Unit - Uptown, South Side, Winnetka

Our Neighbors and Their Communities (Lawndale and Wheaton Communities)

We all Contribute to Society

Wingspread Looks at a Drop of Water

Man Lives with Nature (Animal Unit) at Lincoln Park Zoo

Man Lives with the Physical World (Pollution Unit)

Man Lives with Man (People Unit)

Our Neighbors and Their Communities

Communications in the Metropolitan Community

Make No Small Plans - A Study of the City's Transportation System, Cultural Institutions and Residences

Occupations of the Metropolitan Community

A Look at Communications - Television, Newspaper, Radio, Movies and Magazines

Americans Together in Industry, the Arts, Government